White Paper

White Paper
University of Wisconsin–Milwaukee
Transforming the Culture of Post-Doctoral Careers
Co-PIs: Jason Puskar and Dave Clark
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Over the course of the last year we built a committed group of faculty, students, and community professionals, developed new relationships within and beyond the university, conducted research among students, faculty, and alumni, and reached a general consensus with major campus stakeholders on the next steps. Although we began the year focused largely on better supporting our doctoral students' careers, we eventually concluded that the kinds of changes that would give students more and better career options also would benefit our doctoral programs. We decided to create a public facing doctoral option across humanities departments, to combine two of UWM's strengths: its high levels of scholarly research and doctoral degree production, recognized by the university's R1 designation, and an extraordinary record of public engagement, recognized with the highest Carnegie Community Engagement Classification. Our new program will bring these missions together, and in the process, will give doctoral students real advantages in pursuing a wider range of careers. At the same time, this program will affirm the integral role of the humanities in communities, engage new stakeholders, encourage public facing programming, and engage students in a broader range of collaborative work.

Accomplishments

After a year of creative strategizing, data gathering, outreach, and consensus building, we have a concrete plan that we will continue to refine as we analyze our survey data and consult with potential partners within and beyond the university. Our accomplishments this year are:

- We created a group of informed and committed people eager to continue working on this project. Our Planning Committee met monthly for ten months for substantive 90-minute meetings (see appendix A). A smaller Core Committee of the co-PIs, subcommittee chairs, and graduate student members met monthly following each planning meeting to accomplish more concrete tasks and plan immediate next steps. Subcommittees on Faculty Education, Community Initiatives, and Curriculum Development met separately as needed, and often consulted other faculty and administrators beyond our planning committee.

- We conducted research throughout the year to develop a better sense of our needs and resources. In fall we ran two days of focus groups through the Zeidler Center for Public Discussion. Each focus group brought together two faculty members, two graduate students, and two employers to discuss doctoral careers. This allowed us to identify areas of resistance, enthusiasm, and potential opportunity from the start.

- We developed three IRB-approved surveys of graduate students, faculty, and alumni. We completed the first two of these in spring, and continue to collect data from the much larger

and more complex alumni survey this summer. We will be analyzing the results over summer. To reach alumni, we combined our existing alumni databases with the results of a separate research project that identified all students who started but did not complete a humanities doctoral degree. Locating these former students has proved more difficult than locating graduates, and we are continuing to gather contact information for them. In addition to inviting alumni and former students to take the survey by email, we also created a custom postcard to reach them at their physical addresses.

- We surveyed alumni on what kinds of activities, networking opportunities, programming, or career support they would like to receive from UWM. We hope to build a larger and more engaged alumni community of humanities PhDs in around Milwaukee, beginning with a follow-up event this fall for all those who express interest through our survey. From the beginning of our planning year, we determined that we should be serving not only current students and recent graduates, but also those who entered but never finished a doctoral program, and those who finished long ago.

- We identified opportunities for collaboration with UWM's Cultures and Communities program, a pioneer in community engaged scholarship. Cultures and Communities already offers a certificate in community based education, which includes 200 approved courses. We see this as a model for our innovations in doctoral education, and the program and its administration will be invaluable sources of guidance and community contact.

- We also identified opportunities to work with UWM's Center for Community Based Learning, Leadership, and Research, which manages more than 3,000 service learning courses each year. Thanks to their expertise and experience, we likely will be able to accelerate some of our plans for internships and community engaged curricula. The administrative staff at Center for Community Based Learning, Leadership, and Research has extensive contacts with, and knowledge about, area internship providers.

- We resolved that an internship program will be integral to our plans, and we researched models for internships at other departments at UWM and other universities. English, Communications, and History already have limited internship programs for graduate students, on which we can build. We concluded that a range of different kinds of internships would be desirable, but we also suspect that students will benefit from having to identify potential internship providers themselves. Instead of simply placing a student in an internship, then, we intend to use the process of seeking an internship as practice for seeking non-academic jobs. Moreover, because many students will want internships at non-profits little able to pay even a small stipend, we have begun to explore a range of funding models. For instance, we hope to enlist the established corporate partners of non-profits to donate to those non-profits by funding a UWM doctoral intern.

- We researched ways of improving career outcomes data collection, identified model institutions, and met with major university stakeholders. We agreed to centralize those efforts through the Graduate School and to involve faculty advisors in systematic outreach to alumni. Improving career outcomes data will require a multi-year effort, and the very small number of universities that do this well confirms how just hard it likely will prove.

- We believe that an emphasis on entrepreneurship is sorely lacking in the national conversation about career diversity, and we think the creativity and initiative of humanists fits naturally with entrepreneurial activity. To that end we held several meetings with UWM's Lubar Entrepreneurship Center. We intend to incorporate their "pop-up" modules on social entrepreneurship in existing graduate classes, and to organize more humanities participation in their innovation labs and annual student start-up challenge. We also want to avoid ceding the term "entrepreneurship" to business or technical fields, and insist that the creative thinking behind entrepreneurship derives in large part from humanist training and values.

- Because the conversation about doctoral career diversity in North America has so far paid little attention to the experiences of other nations, and because UWM has close ties to Justus Liebig University in Giessen, Germany, we invested significant effort exploring German approaches to these problems. We included one native speaker of German and several fluent speakers and readers on our planning committee to assist with this work.

- On the advice of the reviewers of our original proposal, we added the director of UWM's Career Planning and Resource Center to our planning committee. With her help, we already have begun to guide doctoral graduate to more comprehensive career advising. The Career Planning and Resource Center makes career self-assessment tools available to all students, including MyPlan, and the director has helped us tailor those instruments to doctoral students' needs. The director sought out more training on doctoral careers for herself, more resources to support that mission for her office, and she helped the rest of the planning committee better understand non-academic hiring practices.

- Members of our planning committee traveled to major conferences in humanities fields to attend career diversity panels and network with other consortium members, an effort that CGS assisted by setting up meetings for consortium members. In addition to attending the conferences of the American Historical Association, the Modern Languages Association, and the National Communications Association, we also sent a representative to the Imagining America conference on publicly engaged humanities and the conference of the Association of Departments of English. Several members also attended the recorded version of the entire Beyond the Professoriate conference.

- The PIs and select subcommittee chairs visited department meetings to present our developing ideas, answer questions, and begin to raise awareness among faculty. From the start we recognized that our work was as much diplomatic as programmatic, and we made every effort to consult programs, stakeholders, and influence leaders regularly.

- We networked widely and productively. This included meeting with participants in UW–Madison's recent NEH-funded effort to foster collaborations between their business school and the humanities. Both groups sense opportunities for future collaboration, and we regard their effort as a potential model for possible initiatives on our campus geared specifically to doctoral students.

- We researched Versatile PhD as a career resource for current students, and paid for one year's subscription from our NEH funding. The UWM Graduate School has committed to funding a

second year, which they will extend to the sciences. UWM's career services office will integrate VPhD into their advising, and make it available through their website.

- On several fronts, the dean of the UWM Graduate School has regarded our efforts as pilot projects that might be expanded beyond the humanities. These include making fuller use of Versatile PhD, attempting to contact students who started programs but did not finish them, surveying students and alumni on careers, and collecting more comprehensive career outcomes data. If our pilot programs are successful, wider implementation should make them more durable and more efficient. We have been consistently grateful for the Graduate School's enthusiastic support.

- During the last year, both co-PIs presented on panels on career diversity organized by the Graduate School's Preparing Future Faculty and Professionals series. In consultation with the dean of the Graduate School, we plan to organize regular workshops on humanities career diversity, including an already scheduled event in fall to introduce Versatile PhD. We also hope to host a panel of alumni discussing their non-academic careers.

- We created a website at https://people.uwm.edu/next-gen-phd/ that will make our survey instruments and results publicly available later this summer. The website also contains contact information, grant documents, links to other resources, and updates on our work.

- The English Department held its first annual career diversity workshop this spring, led by two members of our planning committee, including the director of the Career Planning and Resource Center. More graduate students attended this workshop than attended a similar event on the academic job search earlier in the fall.

- To bring our many discussions to a more concrete resolution, we held a prototyping session with one of our community members, who trains large businesses in agile decision making and project management. We presented that prototype at the final general planning meeting, where it received general approval as a map of the way forward. It now serves as the foundation for our implementation plans.

Assessment

At our first planning meeting, our community members already were wondering how we would proceed from discussion to results, and by the second meeting they were openly questioning our approach as impractically academic. Their leadership motivated everyone to move more quickly toward concrete decisions, and confirmed the value of having a diverse committee. Involving our business and community representatives so fully also gave us valuable insights about the kinds of issues likely to arise as we build more bridges to non-academic employers.

Having strong non-faculty representatives both inside and outside the university was similarly valuable. We depended heavily on the director of UWM's Career Planning and Resource Center, a representative from our Alumni Association (who also has a humanities PhD), a corporate trainer and facilitator in agile workplace environments, a staff member from our office of

research, the executive director of a non-profit that facilitates public discussions, and an executive at an area workplace development non-profit. Without their leadership, we would have made a small fraction of the progress to date, and we recommend in the strongest possible terms giving non-faculty members real authority in this process. Having a faculty representative from the Lubar School of Business on our committee also proved helpful at every stage. Several representatives from the humanistic social sciences also offered fresh perspectives, and proved far more adept than most humanities faculty at designing, administering, and analyzing the results of our three surveys.

We learned a lot from our focus groups, but organizing them also yielded valuable community contacts. We were surprised by the level of interest we encountered in the business and non-profit sectors, and believe we can build productively on it. Many of those who could not participate in the focus groups asked us to contact them in the future if we had other ways for them to help. Overall, we found the business community in and around Milwaukee to be tremendously open to our overtures. We have a number of large employers in the area, and without exception we found them generously receptive to our inquiries and curious about our work. A member of our planning committee from UWM's School of Business assures us that such generosity is not necessarily the rule in the business community in all regions of the country, so we intend to take full advantage of it.

Our surveys of graduate students, faculty, and alumni will give our plans a solid empirical basis, which will be important for justifying program changes later. But distributing the surveys also raised awareness among graduate students and faculty, so served as a useful form of outreach. We had impressive response rates: 54 percent of graduate students completed the survey, and almost 40 percent of faculty. Some of the results are broadly in line with data collected by other institutions, so confirm what we already suspected. For example, like other institutions, we found that doctoral students rarely talk to their advisors about non-academic careers. Even though we are still analyzing the results, we also discovered some surprises. For instance, some faculty reported that they would prefer a larger-scale effort more likely to endure than a piecemeal approach, which they doubted would succeed. Not a single faculty respondent opposed career diversity efforts in general, and we were impressed by the extent of helpful, qualitative feedback they supplied.

We were not entirely successful at engaging all twenty-five members of our planning committee. Slightly more than half remained committed and attended meetings regularly, and this solid core is determined to continue. We enjoyed strong support from several key administrators, including the interim dean of the College of Letters and Science, the dean of the Graduate School, and the chair of the Department of History. Had we determined to pursue a publicly engaged doctoral program from the start, we would have constituted the planning committee somewhat differently, by including representatives from Cultures and Communities and from the Center for Community Based Learning, Leadership, and Research. Even so, we look forward to productive working relationships with those centers going forward, and expect to depend heavily on their experience and expertise.

We were disappointed that more consortium members were not interested in meeting at national conferences, which seemed to us an excellent opportunity to exchange ideas. We benefitted greatly from the panels we attended, and from the contacts we did make. For instance, another

consortium member shared surveys they had administered, which helped us develop our own. Because most of us were new to this work, we recognized that we had to educate ourselves, a task that was both more difficult and more enjoyable than we expected.

The results of our investigation into the German university system and its approach to humanities career diversity were decidedly mixed. On one hand, although German humanists face similar challenges on the academic job market, some of our colleagues who came through the German system advised us that the situation there was even worse, and that, on the whole, the German system supports doctoral students even less. On the other hand, we identified impressive and well-funded organizations such as the Dahlem Research School at the Free University, Berlin, which offers an extensive array of career development programs, with an emphasis on transferrable skills from academic to other careers. Similarly, the International Graduate Center for the Study of Culture in Giessen houses an employment specialist from the German government, and regularly sponsors seminars and workshops on non-academic careers. Because these efforts depend on significant and sustained levels of funding, they would be hard to replicate for all but the most affluent universities in the United States. Still, some of the efforts at the Dahlem Research School and the CGSC could inform course and curriculum design on a smaller scale, and we intend to consult with our contacts in Germany as we proceed.

We changed our thinking drastically on one key matter: we began the year concerned that faculty would resist curricular changes, and imagined approaching that very delicately, if at all. But over the course of fall semester we concluded that meaningful changes must be solidified either in official policies above the department level, or in the curriculum itself. Other innovations, such as improved coordination with career services, will be crucial components too, but we concluded that those would prove inadequately transformative on their own, and likely would not endure. The challenges of introducing a public humanities program that spans departments will still be significant, and we fully recognize the amount of detailed work required by any curricular change as broad as this.

Overall, we also anticipated much more faculty resistance than we experienced. Having heard stories from colleagues elsewhere about faculty who felt threatened by career diversity initiatives, we feared the worst. Yet the vast majority of faculty responded with productive interest. Perhaps because UWM is an urban university with an access mission at the undergraduate level, and with the highest Carnegie Community Engagement Classification, our faculty already are sensitive to student's employment needs. And because UWM is an R1 research university with high levels of scholarly output and a large number of doctoral graduates, faculty are entirely aware of the current state of the academic job market. Many professed deep ethical concern about training doctoral students in such a challenging market, and felt responsible for doing much more. We are extremely encouraged by this response, and believe it indicates a faculty that will broadly support programmatic changes compatible with the core values of their disciplines. As a result, we think UWM is well positioned to synthesize research excellence with community engagement, and to lead the way in the next steps of these efforts.

Conclusions

We began the year determined to treat graduate students more ethically by supporting their diverse career paths, and we expected that this would benefit employers too. Over the year, however, many on the planning committee began to perceive a greater goal: that of making the humanities more publicly visible, given that all of our disciplines face serious challenges today. We now see our work as a way of connecting the humanities more conspicuously and deliberately with other walks of life, including non-profit work, government, business, activism, entrepreneurship, and education, and for the benefit of everyone. We believe we need to do a better job of explaining how much humanistic expertise already matters in other fields, including technical fields. We were heartened to discover that business schools are beginning to seek out more humanistic modes of knowledge, training methods, design sensibilities, cultural sensitivities, rhetorical acumen, and critical thinking. To recognize the extent to which the humanities already inflect other fields is to begin to perceive new doctoral career possibilities, and to make a stronger public case for the relevance of the humanities today.

One major challenge will be graduate students' own general disinterest in career diversity efforts, especially early in their programs. Our survey of doctoral students revealed that they rated faculty positions as their top career choice, and positions in business near the bottom. Because students also reported that they are highly motivated by making a "contribution to society," we concluded that we could harness their enthusiasm, commitment, and idealism by creating a special option across departments in the public humanities in order to develop abilities that would have much wider application. Participating departments will create publicly engaged doctoral options, with modified requirements for coursework, internships, and the dissertation, and with more opportunities for professional mentoring and cross-department collaboration. We envision a cohort model in which students from different departments will take some courses together, such as a general seminar on the public humanities, while retaining a primary affiliation with their home departments. Public humanities will mean different things in different departments. The field of public history is already well established and means something very specific, and UWM can build directly on its successful public history MA. In creative writing, however, public humanities may mean more emphasis on audience engagement, outreach to schools, emphasis on publishing, or even political activism. Each program will devise an appropriate curriculum, which must afford students significant engagement with employers beyond the academy, and with the specific competencies valued there. Our goal is to complement, not compete with, existing programs.

We think this plan accomplishes our main goal of improving career diversity, yet is compatible with current campus budget realities, faculty expectations, and the temperaments of our students. Implementing such a program may help justify new hires in some fields in this period of comparative austerity. In some departments, it will require new hires. This work has involved many different units on campus: our humanities departments, some social sciences departments, Alumni Relations, the Career Planning and Resource Center, Cultures and Communities, the Graduate School, the College of Letters and Science, the Center for Community Based Learning, Leadership, and Research, the Lubar Entrepreneurship Center, the Lubar School of Business, and many community partners, businesses, and non-profits. We expect that some humanities departments without doctoral programs and some social sciences departments will discover opportunities to collaborate later.

We have been pleasantly surprised that non-academic employers have shown real interest in the possibility of hiring humanities doctoral students. Their resistance tends to be directed more at the designation "PhD" than at any affiliation with the "humanities." Students trained too exclusively for academic employment tend to over-estimate the importance of the degree itself, and are surprised when it does not open doors on its own. As a result, we need to invest considerable effort in helping students appreciate the kinds of abilities they already have, not because they are PhDs but because they are experienced and capable humanists. By building more community contact into their degrees, they can better learn to communicate in the idioms of other fields. None of this must compromise the integrity of academic research or the standards of existing programs, and we expect students who complete the public humanities doctorates to be competitive for academic employment, if they choose. Indeed, we imagine a time when a humanities doctoral degree connotes not just intellectual achievement but also an ability to connect with audiences or organizations beyond the academy. At the very least, we recognize that there can and should be many different kinds of humanists, and that our fields will be stronger for that diversity.

We also developed a real admiration for our non-academic committee members and the expertise they brought to our planning. This collaboration of academics and non-academics demonstrated the value of more interchange between professional humanists and those in other fields. Each group frequently had to translate its specialty vocabularies for the other, and in the process had to reckon with its own deepest assumptions. The academics were comfortable with open-ended discussions and long-term conversations that unfolded gradually, but they were less eager to bring that conversation to a concrete resolution. In contrast, the community members were eager to draw conclusions and make decisions, and they were skilled at helping the group do that, but they were sometimes more skeptical about the need for slow, patient, diplomacy in academic culture. The process of clarifying our different values amply confirmed that nobody had a monopoly on good sense. In some moments, we experienced surprising reversals: when a corporate trainer in agile workplace environments facilitated a prototyping session to make our abstract plans more concrete, his methods were as creative and inclusive as those from any student-centered humanities classroom.

Next Steps

We will continue to analyze the results of all the surveys over summer. At that stage, our general plans must begin to take more institutionally specific shape.

- Starting this summer, we will post summaries of our survey results on our public website, and will present the results of those surveys in departments in the fall. We also will make our survey instruments available for others who may want to adapt them.

- We will identify potential internship partners and solicit letters of intent from them. (English, History, and Communications already have graduate internship programs, on which we can build).

- We will begin working with departments to determine the curriculum for the new public humanities option, and will recruit current faculty to teach in it. This also will involve inventorying all current courses with public engagement components that could play a role in the new program, an effort already underway.

- We will recommend departmental and university policy changes compatible with our plans, and advance those through governance. For example, internships may be more productive for doctoral students later in their graduate careers, but current policy limits dissertators from registering for more than three credits per semester. Members of our planning committee joined a university-level working group on this issue last year, and since then the Graduate Faculty Committee formally recommended that the dean of the Graduate School seek to change to this policy through the University of Wisconsin system. We will continue to pursue this and other necessary policy revisions.

- We will begin more concrete discussions with the new, incoming director of UWM's Cultures and Communities, and with the current director of UWM's Center for Community-Based Learning, Leadership, and Research.

- We will evaluate and prioritize potential staff hires, such as a dedicated humanities career advisor, a career outcomes data manager, or an internship coordinator shared across humanities departments, in concert with the units that would employ them.

- With the help of the Graduate School, we will develop a system to collect and report comprehensive career outcomes data. We are convinced that faculty will care more about diverse doctoral careers when they know more about what graduate students actually end up doing.

- We will decide on the appropriate way of administering a public humanities program, in consultation with the College and departments.

- We will devise an equitable system for supporting Teaching Assistants in our programs across departments, perhaps involving Project Assistantships that will double as opportunities for professionalization. Similar programs have enjoyed success at other universities, but given the large number of existing PAs in the humanities division at UWM already, we think we could maximize benefits with minimal central coordination.

- We will explore additional funding opportunities through the University of Wisconsin System, which has expressed enthusiasm about career oriented efforts in general.

- We will apply for an NEH Next Generation Implementation Grant in fall 2017, and will continue to seek other sources of funding.

These efforts will require a great deal of patient labor and careful diplomacy, so we also need some arrangement to compensate those who lead this work, or release them from other university responsibilities. Although we have tried to plan sensibly given the challenges of UWM's current budget, we also hope to compete successfully for an implementation grant from the NEH. That would speed our work immensely, compel UWM to invest substantially through its match, and

legitimize these efforts to upper administrators who otherwise might be less eager to lend material support. We recognize that an implementation grant is by no means assured, and we will need to tailor our approach accordingly. In effect, then, we imagine two paths forward, one involving the rapid institution of a new public humanities program through significant external funding, the other a much more gradual and long-term reorientation of existing resources toward our goals.

Appendix A: Planning Committee Members

PROJECT CO-PIs

Jason Puskar, PhD
Associate Professor, English
Associate Chair for Graduate Studies, English
As Associate Chair for Graduate Studies in English, Jason directs five PhD programs within the Department of English, which together serve 150 students. He will act as a liaison to the Graduate Faculty Committee and the Graduate Courses and Curriculum Committee, major policy making bodies on which he serves. He has served on the Chancellor's Graduate Enrollment Task Force since 2013, and led the English department's graduate job search program since 2007.

Dave Clark, PhD
Associate Professor, English
Interim Dean, College of Letters and Science
Formerly the Associate Dean for the Humanities, Dave has served as Acting Dean and now as Interim Dean of the College of Letters and Science. In addition to the natural and social sciences, he also oversees all humanities departments and more than 20 humanities centers and programs. He has served on the College curriculum committee for over a decade, and also has hands-on experience running the program in Professional and Technical Writing, which includes a PhD with a substantial slate of service courses.

UPPER ADMINISTRATION

Johannes Britz, PhD
Professor, School of Information Studies
Provost and Vice Chancellor of Academic Affairs
Johannes oversees all academic matters across UWM's 14 schools and colleges, including the Graduate School. His advice and assistance with UWM processes and governance will be essential to our success, and he brings an important perspective as a social scientist who has a humanistic interest in his discipline.

Marija Gajdardziska-Josifovska, PhD
Professor, Physics
Dean of the Graduate School
As the dean of the Graduate School, Marija oversees almost 5,000 graduate students in more than 135 different programs. We will rely on her administrative insights, her extensive knowledge of national and international developments in graduate education, and her perspective as a faculty member in the sciences.

GRADUATE STUDENTS

Jeremy Carnes
English PhD Student (third year)
Jeremy works in Twentieth Century American literature, focusing in the early part of the century. His dissertation is interested in print culture including modernist periodicals, pulp magazines, newspaper comics, and comic books. He plans to explore the ways in which these forms are complicit in domestic American imperialism. Jeremy is a teaching assistant in the English Department and a Research Assistant working with professors Margaret Noodin, Bernard Perley, and Patricia Mayes on their project "Ganawendamaw," which explores the relationship between Anishinaabe language and the notions of land, ecology, and sustainability. He holds an MA in English Literature from Ball State University in Muncie, Indiana.

Krista Grensavitch
History PhD Student (fourth year)
Krista's research focuses on the junction of feminist theory, material culture theory, and pedagogy. In her dissertation, she seeks to provide resources for others in higher education who wish to incorporate the process of knowing through and with objects in their own history and/or feminist classrooms. While completing her coursework, Krista was a Teaching Assistant for Women's and Gender Studies and History as well as a Research Assistant with the *Encyclopedia of Milwaukee*. She holds an MA in Women's and Gender Studies from UWM. Currently, she is an Associate Lecturer in Women's and Gender Studies and History at UWM.

Marnie Lawler McDonough
Communication PhD Student (second year)
Prior to beginning the PhD program, Marnie worked professionally for 15 years in various marketing and communication roles in television, media, and higher education, at organizations such as the British Broadcasting Corporation (BBC), Comcast, and Stevens Institute of Technology. She holds an MA in Organizational Communication from Fairleigh Dickinson University in Madison, NJ. She currently studies rhetorical leadership. Previous research includes gender and power in organizational communication.

UWM ALUMNI

Kathryn Wilson, PhD
Executive Director, Frank Zeidler Center for Public Discussion
A graduate of UWM's English doctoral program, Kathryn has a forthcoming book on genocide and testimony, and currently directs an area non-profit that facilitates civil discourse, moderates conflicts, and trains facilitators.

Matthew Prigge
Historian and journalist
With an MA in History from UWM, Matthew began a PhD before turning to different pursuits. He is the author of two books on Milwaukee history, hosts a local radio program, and is the creator and guide of the Mondo Milwaukee boat tour of notorious historical sites.

BUSINESS AND COMMUNITY REPRESENTATIVES

Peter Coffaro
Vice President of Business Services, Milwaukee Area Workforce Investment Board
With experience in non-profit work and local government, Pete works with the regional business community to address companies' workforce needs. He will be a valuable advisor as we try to anticipate how to make humanities PhDs more marketable to a wider range of employers.

Matthias Jonas
KANBAN Management Professional and SCRUM Master, Consultant with Northwestern Mutual
Matthias brings a broad range of experience in the corporate and non-profit world in the United States and Germany. He has worked in management positions for start-up and global enterprises and served as a board member for non-profits. He will be a valuable advisor on private sector employment needs, and will help us understand career outcomes in the German system.

ADMINISTRATIVE STAFF

Cindy Petrites, PhD
Assistant Director, Alumni Career Services, UWM
Cindy is a career advisor for UWM alumni, and previously worked at the University of Chicago, advising graduate students in the humanities on careers and employment. She holds a PhD from Princeton in comparative literature, so has already accomplished the transition to an alt-ac career. She will be a key member of our alumni support efforts, and a valuable advisor on the issues doctoral students face in careers beyond the academy.

Nigel Rothfels, PhD
Director, Office of Undergraduate Research
Nigel earned a PhD in history from Harvard and since then has combined an active research and publication agenda with an alt-ac career at UWM as administrative staff. A leader in the field of animal studies, he knows both the academic and the non-academic worlds well. He is proficient in German.

Jean Salzer
Director, UWM Career Planning and Resource Center
Jean is the director of UWM's career services center, which helps undergraduate and graduate students find and prepare for their future careers. Her center provides walk-in advising, resume and cover letter advice, career counselling, assistance with internships, career self-assessments, and career fairs. She has an MA from UWM in Public Administration.

Kari Whittenberger-Keith, PhD
Senior Proposal Manager and Co-Director, Responsible Conduct of Research, Office of Research
With a PhD in Communication Studies from the University of Texas–Austin, Kari has moved between faculty and non-academic positions throughout her career, including work in non-profit, consulting, and alternative academic settings. She can help the committee better understand how to translate academic training into concrete applications in the workplace.

UWM FACULTY

Benjamin Campbell, PhD
Associate Professor, Anthropology
Ben will serve as a liaison to social science faculty with interests related to the humanities. He also will work to attract members of the local professional community interested in mentoring students, and develop networks for possible outreach efforts.

Kennan Ferguson, PhD
Associate Professor, Political Science
Director, Center for 21st Century Studies
A political theorist and the director of UWM's internationally renowned humanities center, Kennan coordinates the most important venue for interdisciplinary exchange at UWM, and one that already supports alt-ac training for PhDs. Because humanities centers currently organize efforts for doctoral career diversity, C21 will be an important point of institutional contact.

Scott Graham, PhD
Associate Professor, English
Director, Scientific and Medical Communications Laboratory
The coordinator of Professional Writing at UWM, Scott brings experience with collaborative humanities research, expertise in professional writing, and insights on curricular changes. His program has a 100 percent placement rate for its PhD graduates in both academia and industry, so his expertise on career diversity will be valuable.

Michael Liston, PhD
Professor, Philosophy
Michael is an active member of UWM's graduate faculty and the former Associate Dean of the Graduate School. His experience in that position affords him a detailed understanding of graduate study across departments, and its relationship to larger administrative structures.

Joseph Rodriguez, PhD
Professor, History
Director of Graduate Studies, History
Joseph is the director of graduate studies in History, a department with a successful Public History MA that has placed graduates at museums and other cultural institutions around the country. He understands the qualifications necessary for this kind of work, and has long experience forging partnerships between the academy and other cultural organizations.

Amanda Seligman, PhD
Professor, History
Chair of the Department of History
Amanda is the author of *Is Graduate School Really for You: The Whos, Whats, Hows, and Whys of Pursuing a Master's or PhD* (Hopkins, 2012), and has a demonstrated commitment to thinking about graduate education from the student's perspective. As a former director of Urban Studies, she has experience with that program's more diverse curriculum and wider range of career outcomes.

Romila Singh, PhD
Associate Professor, Lubar School of Business
Romila specializes in human resource management, especially career management issues related to career choice and work-life relationships. She provides crucial perspectives on career choice and on the hiring needs of businesses.

Erik Timmerman, PhD
Associate Professor, Communication
Erik studies the application of theory and research to better understand organizational and team communication, customer service transactions, and the ways that communication technology impacts students' learning in college. His expertise in organizational communication will help us better understand what businesses want and need from doctors in the humanities.